

STILES POINT ELEMENTARY

883 Mikell Drive
Charleston, SC 29412

GRADES PK-5 Elementary School

ENROLLMENT 559 Students

PRINCIPAL Stephen Burger 843-762-2767

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
25	20	1	0	0

IMPROVEMENT RATING:

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Excellent	Average	Yes

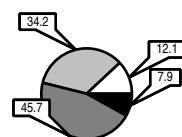
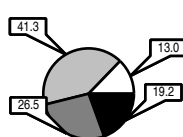
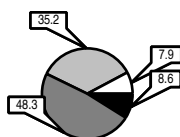
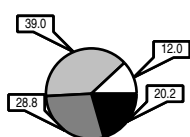
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	285	99.7	9.2	34.7	47.6	8.5	69.0	Yes	Yes
Gender									
Male	141	100.0	11.4	40.2	41.7	6.8	64.4		
Female	144	99.3	7.2	29.5	53.2	10.1	73.4		
Racial/Ethnic Group									
White	216	99.5	4.3	29.0	55.6	11.1	77.3	Yes	Yes
African-American	64	100.0	26.7	51.7	21.7	0.0	43.3	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	241	100.0	5.2	32.8	53.0	9.1	75.4		
Disabled	44	97.7	33.3	46.2	15.4	5.1	30.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	285	99.7	9.2	34.7	47.6	8.5	69.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	99.7	9.3	34.4	47.8	8.5	69.3		
Socio-Economic Status									
Subsidized meals	73	100.0	26.2	49.2	23.1	1.5	38.5	Yes	Yes
Full-pay meals	212	99.5	3.9	30.1	55.3	10.7	78.6		

Mathematics - State Performance Objective = 15.5%									
All Students	285	99.7	13.3	38.4	28.4	19.9	63.5	Yes	Yes
Gender									
Male	141	100.0	17.4	34.1	23.5	25.0	62.9		
Female	144	99.3	9.4	42.4	33.1	15.1	64.0		
Racial/Ethnic Group									
White	216	99.5	5.8	34.8	34.3	25.1	77.8	Yes	Yes
African-American	64	100.0	35.0	51.7	10.0	3.3	18.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	241	100.0	6.5	39.2	31.5	22.8	71.6		
Disabled	44	97.7	53.8	33.3	10.3	2.6	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	285	99.7	13.3	38.4	28.4	19.9	63.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	99.7	13.0	38.5	28.5	20.0	63.7		
Socio-Economic Status									
Subsidized meals	73	100.0	33.8	52.3	7.7	6.2	21.5	Yes	Yes
Full-pay meals	212	99.5	6.8	34.0	35.0	24.3	76.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	89	100.0	9.5	23.8	46.4	20.2	66.7
	Grade 4	108	97.2	9.9	34.7	52.5	3.0	55.4
	Grade 5	143	100.0	31.4	42.3	24.8	1.5	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	81	100.0	7.5	16.3	52.5	23.8	76.3
	Grade 4	83	100.0	1.2	37.8	56.1	4.9	61.0
	Grade 5	121	100.0	15.5	50.9	33.6	N/A	33.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	89	100.0	10.7	29.8	39.3	20.2	59.5
	Grade 4	108	99.1	9.6	51.9	21.2	17.3	38.5
	Grade 5	143	100.0	19.7	40.9	27.7	11.7	39.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	81	100.0	6.3	42.5	32.5	18.8	51.3
	Grade 4	83	100.0	9.8	36.6	28.0	25.6	53.7
	Grade 5	121	100.0	21.6	37.9	24.1	16.4	40.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 559)				
First graders who attended full-day kindergarten	95.7%	N/C	96.2%	100.0%
Retention rate	5.0%	N/A	1.8%	2.7%
Attendance rate	96.4%	Up from 96.2%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.1%		2.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%		2.4%	3.5%
Eligible for gifted and talented	36.4%	Up from 33.6%	26.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Down from 9.4%	6.9%	8.2%
Older than usual for grade	1.3%	Down from 8.9%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.0%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	56.8%	Up from 54.2%	54.5%	51.4%
Continuing contract teachers	89.2%	Up from 87.5%	87.7%	87.5%
Highly qualified teachers**	90.9%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 86.8%	87.6%	86.7%
Teacher attendance rate	94.7%	Down from 95.1%	95.4%	94.9%
Average teacher salary	\$44,485	Up 8.6%	\$42,330	\$40,760
Prof. development days/teacher	16.9 days	Up from 10.2 days	10.9 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.8 to 1	20.5 to 1	18.9 to 1
Prime instructional time	90.1%	Up from 90.0%	91.0%	90.0%
Dollars spent per pupil*	\$5,729	Up 5.6%	\$5,684	\$6,044
Percent of expenditures for teacher salaries*	72.5%	Up from 69.5%	67.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stiles Point Elementary is a neighborhood school featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards (e.g., The Community of Readers Award, Exemplary Writing Award, Charleston County Recycling Award, etc.). But we face many challenges ahead as we develop students' academic and citizenship proficiencies as related to the state standards. We are developing our math program to support students' problem-solving strategies in context, use of manipulatives and technology, and increasing their PACT English Language Arts, math, science, and social studies achievement levels. There are now higher expectations about what is taught and when it is taught (e.g., what was taught only in first grade is now taught in kindergarten). Students and parents must realize that studying at home is part of the educational system. Teachers are expected to work together to plan, implement, teach and assess the students by using a coherent curriculum with the state standards.

Expectations continue to increase with the implementation of state standards in all subjects. The push for more one-on-one instruction by the teachers (reduced class size) is definitely impacting the school. Our teachers are expected to teach more, with greater variety, and with higher level thinking skills. The education of our children still remains our highest priority.

One of our most daunting challenges is funding, or specifically, the lack of it to support instruction for our students and the implementation of state standards. We continuously need to upgrade our curriculum materials and technology. With the implementation of a new student assessment vehicle (MAP), we will receive a new computer lab (30 computers). We continue to face the challenges of providing the best instruction and materials for our future leaders of a competitive global economy.

Stephen D. Burger, Principal

Martha Agee, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	90	58
Percent satisfied with learning environment	97.1%	88.8%	81.0%
Percent satisfied with social and physical environment	91.2%	94.4%	81.0%
Percent satisfied with home-school relations	91.2%	93.2%	86.2%

*Only students at the highest elementary school grade level at this school and their parents were included.